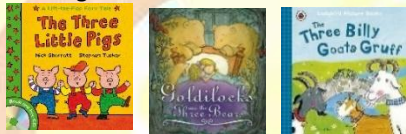


Foundation Stage Two

Spring Term – ‘Once Upon a Time...’

As readers, these are some of the texts our children will use to support their learning:



Fiction

- The Three Little Pigs
- Goldilocks and The Three Bears
- Jack and The Beanstalk
- The Three Billy Goats Gruff
- ‘The Three Horrid Pigs and The Big Friendly Wolf’ by Liz Pichon

Little Wandle Letters and Sounds Revised

Spring 1 Phase 3 graphemes

- ai ee igh oa oo or ur ow oi ear air er
- words with double letters
- longer words

New tricky words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes Review all Phase 3

- longer words, including those with double letters and two or more digraphs
- words with –s /z/ in the middle
- words with –es /z/ at the end
- words with –s /s/ and /z/ at the end

Marshland Moments

Build a den

Make and share a porridge breakfast

Engaging Parents Fairy tale Family Breakfast

Parents and carers will be invited into school to attend a fairy tale themed breakfast

Developing ‘Literacy’ skills in word reading and comprehension, children will:

- Recall and discuss stories or information that have been read to them, or they have read themselves.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading.
- Include everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.
- Read some letter groups that each represent one sound and says sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read a few common exception words.

Developing ‘Literacy’ skills in writing, children will:

- Write most letters accurately.
- Write all of their name correctly.
- Use their developing phonic knowledge to write things such as labels and captions.
- Spell phonetically plausible words by identifying the sounds and then writing the sound with letter/s.
- Spell CVC words correctly.
- Begin to spell common exception words *e.g. I, the, my, you, said, your, are, be, no*

As mathematicians, our children will follow the White Rose scheme:

- Alive in 5!
- Mass and Capacity
- Growing 6, 7, 8
- Length, height and time
- Building 9 and 10
- Explore 3D shapes

Personal, Social and Emotional Development will be an integral part of the daily activities and the classroom learning environment. These areas will be a focus for this term:

- Expressing feelings and considering the feelings of others
- Showing resilience and perseverance in the face of challenge
- Develop self-confidence and describe myself in positive terms
- Working together/taking turns with my peers in the classroom

Communication and Language will be an integral part of the daily activities and classroom environment. These areas will be a focus for this term:

- Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.
- Use new vocabulary in different contexts.

Physical Development will be an integral part of the daily activities and the classroom learning environment. These areas will be a focus for this term:

Gross Motor Skills

- Confidently and safely use a range of large and small apparatus indoors and outside, along and in a group.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, co-ordination and agility.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Through 'Understanding the World', our children start their learning journey as scientists, historians and geographers. They also begin to explore the differences in people. Children will:

- Compare and contrast characters from the past and present.
- Use simple maps of the local area and maps linked to stories.
- Plant seeds and watch them grow.
- Make porridge.

Through 'Expressive Arts and Design', our children start their learning journey as artists, designers and musicians. Children will:

- Retelling stories through play and provision.
- Construct dens using a range of materials.
- Explore different construction techniques and joining materials – building houses for The Three Little Pigs and a bridge for The Billy Goats Gruff.
- Create a beanstalk collage.

Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:

- 'Which stories are special and why?'
- 'Which people are special and why?'